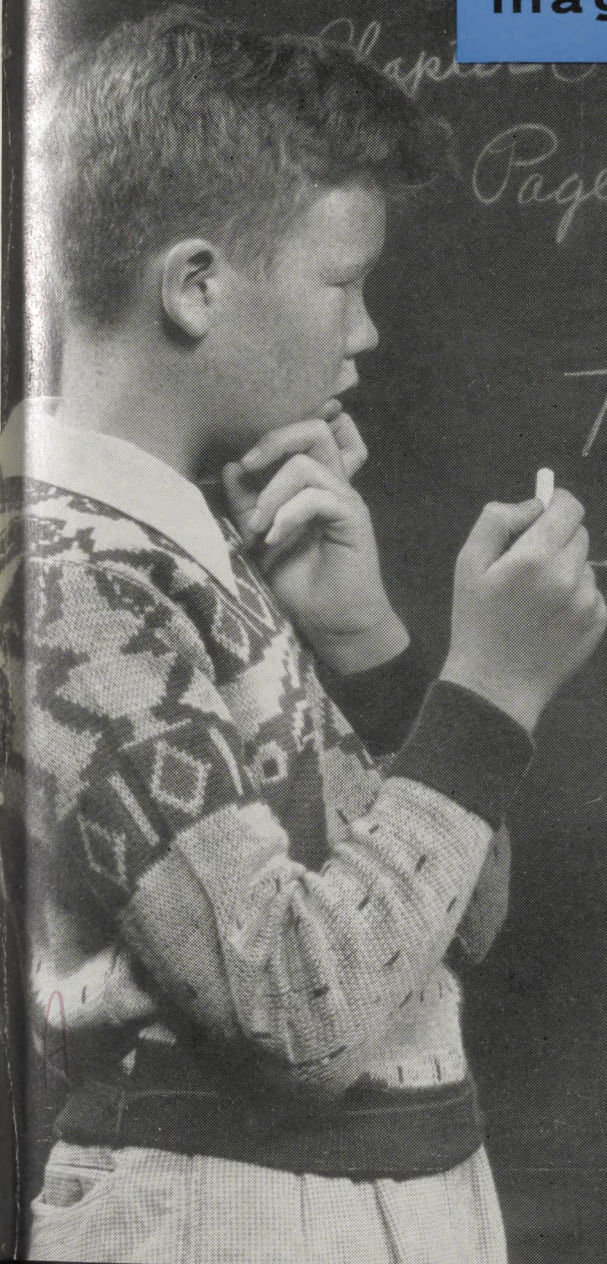


NOVEMBER, 1957

the **ATA**  
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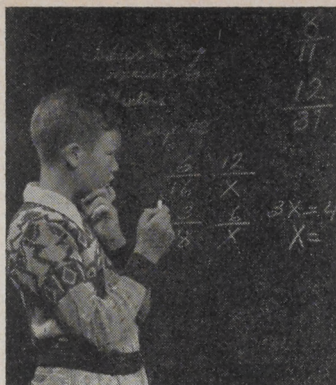


# The Byline Beat

Dr. T. C. Byrne, chief superintendent of schools for the province, develops most thoroughly and carefully an up-to-date view of effective supervision. The article, while addressed to superintendents, is of equal importance to other persons with administrative responsibility. Byrne's reference to the Edmonton Project will be of particular interest to educational research committees. Incidentally, we think that Dr. Byrne's address to the Alberta School Trustees' Association annual meeting in Calgary was the highlight of that conference. More about that next month.

As we meet with teachers in different centres, we have become more and more convinced of the enormous drain on physical and mental energies that is characteristic of teaching. In our opinion there are few vocations whose

(Continued on Page 40)



## COVER STORY

Who invented fractions? Besides, why did she have to pick on me? If I don't get this question, I'll have to do extras for homework. Gosh! it's only November and I've got to go through this until June. Well, if I get this one, maybe I won't have to go to the blackboard tomorrow.

## THE ATA MAGAZINE

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# the ATA magazine

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## WE CAN DREAM, CAN'T WE?

We have often wondered what would be the result if a group of the best minds in our country were given the job of determining what is wrong with our educational system, and the concomitant responsibility of prescribing the remedy. Speculation of this nature is, we know, a utopian exercise—but we can dream. It's somewhat more refreshing than to contemplate the lugubrious reality of commissions trammelled by political considerations or beset with the urge to wield a whitewash brush.

Any study of education should show that there are two king-sized problems. The first of these is the tragic waste of the intellectual potential among our young people. The second is the appalling state of our teaching force.

That little more than one-third of the gifted students in our high schools ever graduate is well-known. That less than ten of every hundred children starting school ever go to university is also common knowledge. To do something about this doleful situation is quite another matter.

At least one Canadian study of the problem of drop-outs in our high schools indicates that students leave because of the combination of financial pressures in the home and the lure of jobs with good pay in business and industry. Less evident, but an equally powerful factor, is the disrespect, if not contempt, for intellectual achievement, common among high school students. Parenthetically, we observe that our boys and girls but mirror the derision of society for the 'egg-head'.

It has often been said that the only thing which all Canadian teachers have in common is a certificate granting the right to teach. Cynical as that observation may be, it comes closer to the truth than anything else that can be said to describe the deplorable state of the



teaching profession. Politicians pay more than lip service to the old adage, "He who can, does. He who cannot, teaches"! By persistent, irresponsible dilution of standards in the teaching profession, most provincial governments have befouled and besmirched the vocation. This cheapening of teachers and teaching not only nauseates the career teacher but aborts the lures and blandishments baited on the recruitment hook. Even worse, the professional teacher, the one whose training and experience is vital to the educational health of our nation, is sickened with the realization that he is outnumbered by a flood of itinerants. To him, the last straw is that the measure of his contribution to society is likely to be lost in the fumbling, inept performance of people whose academic achievement and professional preparation can be described only as casual.

If the best minds in our country could address themselves to these twin curses of education; if their decisions could be made unfettered by problems of governmental jurisdictions, political expediency, and finance, the blight which rests on our educational system could be brushed off. It might take a scholarship and bursary system in the millions of dollars to make certain that our gifted young people continue their education. It might mean changes in the structure of public education. It will surely mean more and more schools and universities to handle the larger numbers of students.

But first and foremost, it must mean that the best—the very best—will be those who will teach our classes in schools and universities.

To establish a system of selection and academic and professional preparation that would guarantee this quality in our future teachers is a task that no government has been willing to face. And they haven't been forced to face the issue because of an apathetic public. But time is running out. We of the Western World don't have the monopoly on 'know-how' we thought we had. We can no longer afford to squander the brain power latent in our children. The blasts of the Soviet Sputniks have hammered home, as no other lessons have, that education is our first line of defence.



# Supervision as

**A modern concept of supervision includes helping teachers, coordinating the instructional program, in-service activities and provision of adequate instructional materials.**

**T**HE last 50 years has seen marked changes and developments in the curriculum field. Until the end of the first world war, the program of studies was an instrument by which administrators informed teachers of what was to be taught. Through this terse and limited document, central authorities exercised an administrative control over school programs. It served as a medium for establishing and maintaining minimum standards for instructional achievement. The major influences on curriculum change were external to the school, with the textbook writers playing a dominant role. The curriculum was, in the mind of all, the program of studies.

The writings of Bobbit and Charters in the early twenties marked a new approach in the curriculum field. These authors, influenced by a developing connectionist psychology, ushered in the aims and objectives era in curriculum planning, which has been recognized in both Canada and the United States as the 'course of studies' period. This period was characterized by a proliferation of written courses, prescriptive in nature, studded with aims and objectives, and developed by central planning committees. Curriculum and supervision were, during this period, regarded as distinct

and separate functions, the former concerned mainly with program planning, the latter, presumably, with teaching methods and techniques.

During the mid-thirties, further developments occurred in curriculum theory which were eventually to disturb the structures and processes of curriculum planning throughout North America. Administrators were finding that, despite efforts to involve teachers in system-wide planning, few followed the directions in the courses of study effectively. Too much planning apart from the classroom seemed to have little real effect on the improvement of instruction. Further, new concepts in the psychology of learning contributed by the gestaltists stressed the interrelatedness of experience and the influence of the total learning situation on child growth and development. For the past 20 years curriculum theorists and technicians have been redefining the curriculum process in more dynamic terms.

The extensive, almost voluminous literature on curriculum produced over the past two decades stresses certain basic principles in curriculum building. The most significant of these is the experimental concept—that the curriculum is all the experiences of the child



# Curriculum Development

T. C. BYRNE

in school. If, according to interpretation, the curriculum is to change, then the school environment must be altered. The most important agent in the creation of a new environment is the teacher; others contributing to its formation are parents, pupils, and administrators. Changing the curriculum thus becomes a matter of changing people. The teacher's readiness to seek solutions to problems, to accept new attitudes, to modify his present set of values—in effect, his capacity for professional growth—are all implicit in the development of improved instruction.

If we accept the experiential interpretation of curriculum, its development becomes a continuous process. Each new class presents the ingredients with which the teacher recreates an environment favourable to learning. The course of studies is one instrument only, although an important one, in the curriculum building process.

The active, school-centred concept of curriculum building has shifted the focus from committee to classroom. Curriculum theorists have become concerned less with course construction and more with the factors of human behaviour. To illustrate, here are the titles of some recent studies; Alice Miel writes on *Changing the Curriculum: A Social Process*; Benne and Muntyan deal with *Human Relations in Curriculum Change*; and Sharp reports on *Curriculum Development as Re-education of the Teacher*.

If curriculum revision is dependent on changing people, then the curriculum specialist is directly involved with the role of group processes in the formation of attitudes and in the development of new patterns of professional behaviour. In summary, the central emphasis currently in curriculum theory is on the problem of assisting the teacher to improve the total learning environment of the child.

## Trends in the supervisory process

Supervision has gone through similar evolutionary stages in the past 50 years. During the first two decades of the century, supervision was essentially a method of control. The superintendent or inspector visited the classroom to make sure that the proper program was being taught and that the approved texts were being used. The purpose of this type of supervisory visit was essentially regulatory and was concerned largely with maintaining minimum standards within the instructional program.

The second two decades of the century saw the rise and fall of teacher improvement as a basic supervisory procedure. Barr and Burton's book, *Supervision of Instruction*, published in 1926, along with similar publications by a small contemporary group, ushered in this new approach to instructional improvement. The central activity remained classroom visitation but such embellishments as the post-visitation conference and demonstration teaching were introduced.

Supervision during this period reflected the influence of the scientific movement in education, particularly in its attempts at quantification through measurement. Rating scales became part of



the professional tools of most supervisors. The objective test was highly regarded as a diagnostic instrument for the appraisal of instruction and learning. The following quotation from Ayers and Barr's book, *The Organization of Supervision*, was indicative of the supervisor's role in the administration of schools:

Supervision is a specialized function devoted to the inspection, direction, and improvement of the educational activities of individuals working at one administrative level administered by superior officers working at a higher level.

This statement identified supervision with the line organization of administration, placing supervisory personnel well up in the official hierarchy. The supervisor was concerned with making the teacher more efficient through the use of instruments that measured his efforts, diagnosed his weaknesses, and evaluated his products, and through the use of methods that showed, dictated, and directed him along desirable avenues of improvement.

It is not surprising that this interpretation of the supervisory role should accompany the 'course of study' movement in the curriculum field. This perception of the curriculum saw it consisting of a body of content and skills to be implemented by the teacher through a set of routine procedures. Quite logically, if the teacher was able to manipulate pupil growth in such a manner, it seemed reasonable to believe that supervision could handle teacher growth on the same basis.

For the past 15 or 20 years, supervision, like curriculum, has been trying on new and exciting, though somewhat disconcerting, costumes. The term, 'democratic supervision', heard for the first time in the mid-thirties, has created doubts about the effectiveness of the line approach to teacher improvement. The spotlight has shifted from the main actor, the teacher, to envelop the complete setting in which he performs. Less is heard on the improvement of the teacher's methods of instruction and more on the improvement of the total learning situation.

Supervision, in effect, has expanded its

operational areas to a point where a clear defining of role becomes exceedingly difficult. A variety of people, particularly in urban systems, work with teachers in creating a better school environment. The guidance counsellor, the research director, the school psychologist, the visiting teacher, and the curriculum coordinator are among those who contribute their special services for the achievement of more effective learning. Each of these educational workers, through his particular specialty, provides additional insights into the complex environmental pattern that surrounds the child. To that extent each represents a facet of the supervisory role.

Twenty-five years ago the supervisor concerned himself mainly with demonstrating, rating, and measuring in his efforts to improve the teacher's methods of organizing, presenting, and drilling the content of courses. Today he is plunged into a whirlpool of activity containing such heady ideas as group dynamics, in-service education, action research, and curriculum studies. He is carried further into the maelstrom under the influence of that captivating phrase 'democratic supervision'.

### **Relationships between curriculum and supervision**

Those who are familiar with contemporary schools in the psychology of learning see influences growing from current theories affecting practices similarly in both fields. The concept of the interrelatedness of experience associated with the organismic theory of learning has had like effects in both areas. Further, an increasing knowledge of group processes and their effects on the changing of teacher attitudes has influenced the procedures of curriculum development and those of instructional improvement in a common direction.

New insights into the curriculum process have contributed to the converging identities of the two fields. As was noted earlier, current theory holds that curriculum planning must be meaningful to teachers. A revision of instructional



procedures must start where teachers are, not where some specialist conceives them to be. Curriculum improvement must be built from the bottom up rather than from the top down. The reorganization of the school program is approached most effectively through the planning of those directly involved in the educational task.

Curriculum study, thus defined, is most closely associated with the supervisory process. Curriculum and supervisory programs are concerned with the same problem, the improvement of learning. Both seek their goals through working with classroom teachers. Both emphasize the development of classroom materials and teachers' guides. Both are concerned with the total learning situation created within and by the school.

Broadening the supervisory role to include all aspects of instructional improvement has resulted in curriculum and supervision being fellow travellers along the same track. The two are tied together by a third program, that of in-service education or training. Teacher study groups have thus far provided the most effective approach to instructional improvement.

Definite dangers exist, however, in these new and exhilarating concepts of the supervisory role. By attaching itself to anything that has to do with learning, supervision may cease to provide any valid service to teachers. Unless the supervisory process stays close to the real problems of teachers, this may ultimately occur.

The four-front interpretation of the modern supervisory program seeks to avoid these dangers by placing boundaries to the supervisory role. These four fronts, of necessity overlapping, yet sufficiently distinctive for valid differentiation, are as follows:

- helping teachers as individuals,
- coordinating the total instructional program,
- providing conditions for the in-service development of teachers and staff,

- providing proper and adequate instructional materials.

Supervisory personnel may give service on one or all of these fronts. The supervisory staff, as has frequently happened, could limit its efforts to the first front mentioned, helping teachers as individuals. A staff might conceivably be concerned with the first three only, leaving the fourth to curriculum experts or consultants. Finally, the staff might work within the framework of all four fronts so that the development of courses of study would also lie within the scope of the supervisory program.

### **Impact of educational theory on Canadian practice**

New theories within the two fields have had their impact on curriculum and supervisory practices in Canada. Developments in curriculum and supervisory theory have, however, tended to exert their influence somewhat later in the Canadian than in the American school systems. Moreover, the outcomes have been in some instances quite different. In appraising the effect of theory we need to recognize certain traditions characteristic of the administration of instruction in Canadian provinces, among which has been the exercise of a strong central control over the internal affairs of schools. The province, rather than the local district, has been the unit for curriculum development. As a result, the content of courses within provincial schools displays a marked uniformity. Further, the province has, through its inspection services, played a major role in the supervision of instruction.

The 'course of study' movement has seemed to fit admirably into the Canadian tradition. During this period certain crystallizations in the structures for and processes of curriculum building became typical of administration in many provinces. Central planning committees with professional and, on occasion, lay personnel established the philosophy and indicated the broad scope of the 'program of studies'. Teacher sub-committees under central leadership developed the



details of specific courses. A provincial staff of inspectors was then expected to see that the teachers interpreted the courses satisfactorily at the classroom level.

The last ten years have witnessed a ferment of ideas in Canadian education towards which the school-centred experiential concept of curriculum development has made its unique contribution. It would be perhaps fair to say that most Canadians, both lay and professional, still think of the curriculum as the 'course or program of studies'. However, an increasing number of those more sophisticated professionally refer to the experiential interpretation of curriculum building. With the growing acceptance of this definition, certain administrative problems are posed. The traditional methods of educational planning must undergo revision if the teacher is to take his place as the major author of curriculum change.

Various proposals for the decentralization of curriculum planning have been advanced during the current debate. One such would have the major, perhaps the exclusive, responsibility for planning transferred to the local level. Teachers would be challenged to make decisions not only on how, but on what, to teach. Local curriculum study groups, under available leadership, would consider and select the appropriate materials for learning throughout all grade levels. Growth in service would undoubtedly be one outcome of this increased professional responsibility. Under this scheme, the unit for curriculum development might be the district, as in many states of the United States, or the school itself, as in England.

Another proposal seeks to widen participation by involving larger numbers of teachers, parents, and administrators throughout the province in planning the provincial program of studies. Various curriculum study groups would meet to consider and decide the organization, content, and materials of the provincial curriculum. The products of these many planning groups would be coordinated,

consolidated, and crystallized by central officials or committees to form instructional guides for all classrooms. The unit for curriculum development under this scheme is still the province. Participation in central planning is more inclusive, but curriculum revision is not related necessarily to a specific community or school.

There is a compromise between the extreme decentralization of the first plan and the continuing centralism of the second. Such a compromise aims at the encouragement of local planning by teachers, parents, and administrators for the needs of a specific school and community within the scope of a provincially designed program of studies. It recognizes the importance of central leadership in over-all, long-range educational planning. It recognizes, as well, the traditional provincial interest in the course of studies and the strong central orientation of the curriculum-building process in Canadian education. On the other hand, it capitalizes on the local orientation of the supervisory process and the close relationship traditionally between supervision and local school government.

This division of responsibility between central and local authorities for program building and instructional improvement seems inherent in Canadian school practice. By and large, Canadians, though sometimes critical of the product, expect provincial departments to indicate what is to be taught by preparing the course of studies or curriculum. The improvement of instruction, insofar as it relates to working with people, while it may be carried out by provincial employees, is frequently identified as a school board function. It is commonly regarded as a personnel rather than a curriculum problem.

Perhaps the aims of the modern curriculum movement can be best achieved in Canadian education through widening the scope of supervision. The supervisory process would advance mainly on the first three of the four-front approach. Provincial departments would, through



their curriculum services, provide the courses of study or curriculum guides and other materials necessary to help teachers and supervisors in building programs of improved instruction.

### **The Edmonton project in supervision**

A project in instructional improvement carried out by the elementary teachers and supervisory staff of Edmonton effectively illustrates in-service education through locally-organized curriculum studies. It also illustrates the development of local curriculum planning within the boundaries set by the provincial program of studies. The Edmonton staff has, through this project, charted a design for relationship between central and local school authorities in the curriculum field. I would like to describe the project in some detail as an example of a vital and comprehensive supervisory program.

The planning structures have grown from the cooperative efforts of the Edmonton Elementary Local of the Alberta Teachers' Association and the supervisory staff of the Edmonton public school system. Committees of elementary school teachers have organized themselves according to interests around such topics as arithmetic, reading, language, science, social studies, and enterprise. The chairmen of these study groups form the nucleus of a city-wide coordinating committee known as the Elementary Education Policy Committee. The chairman of this central committee is elected by the Elementary Local of the ATA; leadership to that extent remains under the control of the professional body. The personnel of the committee includes members of the city supervisory staff and, by courtesy, a representative of the provincial department. In this way liaison is maintained with local and provincial school governments.

Ideas for study and action come from three sources: members of the supervisory staff, chairmen of the interest-area committees who are frequently principals, and teachers. The source of ideas

seems much less significant than their full acceptance by those involved with carrying them out. At the outset of the project, suggestions for curriculum adaptations or changes came mainly from members of the supervisory staff; of late, however, teachers themselves have been increasingly creative in proposing and outlining suitable studies.

The processes for planning include study groups and workshops in the various fields, with occasional lectures by selected consultants. Committees have been concerned with the development of such curriculum materials as resource units for enterprise, language, and physical education booklets, and science guides. Starting with the provincial elementary school program and working within its flexible boundaries, the Edmonton teachers have interpreted, modified, and enlarged its content to suit the needs of city students. Other activities have been the construction of objective tests and the improvement of report cards and cumulative records. Inasmuch as these achievements contribute to a better learning environment they, too, may be regarded as curriculum building at the classroom level.

A word should be said on the coordinating services of the central committee. The work of each interest-area committee is reviewed by the central body and submitted to other groups for further study. A resource unit for the enterprise, for instance, represents the planning of several groups.

The distinction between the centralized and centrally coordinated approach to planning resides more in viewpoints and attitudes than in organization. A relationship chart might show similar organizational structures for both approaches. In centralized planning, however, the lines of communication flow downward from a central policy-making committee, whereas, in centrally coordinated planning, ideas may be initiated at either level. Communication, as in the Edmonton project, becomes a two-way process.

The Edmonton program as described  
(Continued on Page 33)



# Ten Tips to

**There is no tablet that  
but you can do**

**D**O you feel tense, anxious, worried, worn out a good deal of the time? Do minor problems throw you into a dither? Do you find it difficult to get along with other people, and are others finding it difficult to get along with you? Do the small daily pleasures of life fail to satisfy you?

If you answer "no" to all or most of these questions, you may consider yourself fortunate. And you might also consider yourself an exception, because today millions of Americans — office workers, factory workers, business executives, doctors, lawyers, and teachers, too—are subject to the conditions which cause frequent attacks of irritation and frustration, leading to tension and anxiety (we used to say "nerves"), and hundreds of thousands are almost never free of this distressing condition.

Today might be called the era of "no peace of mind", and all who live in it, regardless of status or occupation, are affected to a greater or lesser degree. People's tempers are short, their anxieties great, their lives charged with ever-increasing tension.

Instead of contentment, many of us are filled with feelings of frustration, fear, and suspicion—mistrustful of ourselves, mistrustful of others.

Does this mean that most of us are becoming mentally ill? Not at all. What is happening is that we all are beginning to feel the strain of living in a fast-moving, war-threatened, competition-charged world.

The average person is so constructed

that he can handle an occasional crisis and come bouncing back when it is over. But when life becomes a series of big and little crises, one on top of the other, without let-up, there are few of us who can take it without feeling and showing the effects. And these effects are the strains, tensions, dissatisfactions, frustrations, anxieties, suspicions, angers, self-doubts, mistrusts, conflicts, fears, worries which are so widespread today.

The burden of an anxiety-ridden, frustration-filled state of mind is great enough to bear if one has to be concerned only with himself. But those whose job it is to teach and to help others deal with their anxieties bear a double burden and responsibility. And if they are troubled, how successful can they be in helping others to make a healthy adjustment to life?

People often say, "If only there were a peace-of-mind pill." Unfortunately, despite confusing claims about tranquilizing drugs, there is no tablet that will bring peace of mind. However, listed below are several practical things a person can do to gain relief from a tortured, anxiety-ridden state of mind.

## **Talk it out**

When something worries you, don't bury it. Confide your worry to some level-headed person you trust—your husband or wife, a good friend, your minister, your principal or department head. If your school is fortunate enough to have a guidance worker, trained in psychology or psychiatry, who has some



# Reduce Teacher Tension

will bring peace of mind,  
something about your fears and anxieties.

G. S. STEVENSON AND H. MILT

time to talk with teachers, too, it might be a good idea to have a chat with him.

Talking it out serves a double purpose. It helps relieve the strain and enables you to see your problem in a clearer light.

If the causes of tension are to be found in the system in which you are working, it may be more desirable to bring up important common problems at a local association meeting to see whether something can be done to eliminate the irritating conditions.

## Take time to cool off

Everyone knows that there are many frustrating situations in the daily life of the average teacher. The teacher's day is full of interferences, surprises, and interruptions. Plans under way that have already captured the interest and enthusiasm of the children have to be changed, and at the same time the satisfactions of the children need to be preserved.

Equipment is spoiled by accident, or borrowed and not returned. The teacher has side duties and paper work which come at unfortunate times or absorb an undue portion of the day. Disturbances in the home are brought by the child into the classroom and affect his progress there and his happy relations with other pupils and the teacher. The weather is often unfriendly, and signing off for the day does not always bring an opportunity

to seek compensatory satisfactions, because there are parents and meetings that cannot be bypassed.

There are illnesses of children that break into the effective operation of the classroom and that call for a concentration of the teacher upon the emergencies of one child at the expense of all the rest, for the protection of all. There are illnesses at home that block the teacher's effort to do her job with children well, while at the same time meeting the demands for a good attendance record.

Sometimes all of these frustrations pile up to the point where the only recourse the teacher has is general anger, which is simply a signal that a solution is not on its way.

There is probably no better corrective for anger than a feeling that the problem has been analyzed, at least in part, and that steps are being taken to do something about it. It is good, also, to remember that angry explosions will generally leave you feeling foolish and regretful.

If your anger is provoked and you feel like lashing out at someone, try holding off awhile. Let it wait until tomorrow. Meanwhile, pitch into some physical activity—handball, tennis, swimming, golf. Clean out and reorganize your school-room shelves and supply closets. Take a long walk.

Working off the anger will take the



steam out of the emotion and will leave you better prepared to handle real problems intelligently. It will also frequently spare you the embarrassing consequence of misdirected anger—anger directed at pupils when another teacher or administrative officer might be the cause, or vice-versa.

### **Do something for someone**

If you worry about yourself all the time, try doing something for somebody else. This will do three things. First, it will give you a feeling of satisfaction, which in itself is a morale builder. Second, it will break the vicious clamp of preoccupation with yourself, which is the basis for a good deal of emotional difficulty. Third, it will help establish a pattern of behaviour which is psychologically healthier on a long-term basis.

Volunteer to take charge of some student-activity program. Become active in your parent-teacher organization or other service group. Become active in community activities, such as your local mental health association, church group, or service club.

Also, we should note that, just as the child brings his home into the classroom, so does the teacher bring the extra-curricular portion of the day into the curriculum.

Many tensions which apparently arise from irritations on the job have in fact originated in the extra-curricular portion and will, therefore, potentially be corrected only by dealing with the out-of-school problems. If these problems can be identified, there is more chance of relieving the teacher's classroom tension by doing something about them.

### **It isn't forever**

For everyone, there are days when an ordinary work load seems unbearable—and that applies to teachers, too. When the burden seems to pile up and up until it becomes insurmountable, remind yourself that this is only a temporary condition. You can work your way out of it by taking a few of the urgent tasks and pitching into them.

The remaining tasks will then go more easily, and that horrible feeling of pressure—that it all has to be done by tomorrow—will fade away, permitting you to work out a practical schedule for the things which still have to be done.

### **Do the best you can**

What do you want to be? A good teacher? A perfect teacher? The very best teacher in your school? Some people worry constantly because they think they are not achieving enough, they are not better at their work than everyone else, they do not excel in everything they do. No one can do everything well, and very few people can do many things well. If you are a person whose drive for perfection arouses frustration, anxiety, and dissatisfaction, try applying some of the advice which you often give to your pupils: "Do the best you can, and that's all anyone can expect of you."

Put your major efforts into those things you do well. Do everything else to the best of your ability. Develop the perspective to say: "That is one thing I can't do, and I'm not going to work myself into a state trying to do it."

Some teachers who drive themselves to attain perfection rationalize their behaviour by saying: "My school standards, my principal, the competitive spirit of other teachers drive me to behave this way." A little thoughtful introspection will reveal to such teachers that it is they who are setting impossible goals for themselves, and that it is their own competitive spirit which is driving them.

### **Everyone has trouble sometime**

When things go wrong, tense people tend to fly into tantrums, or to become depressed and discouraged. This kind of intense reaction might be set off by something as trivial (relatively) as the disruptive prank of a mischievous student. Or it might be something more serious, such as a poor evaluation from a principal or a stretch of illness, with subsequent disruption of the teaching plan for the term, or the inability of



the class to absorb a concept you are trying to teach them.

Whatever the cause—trivial or serious—it will not be quite so upsetting if we can get ourselves to accept the fact that things just can't go well all the time.

Many of us who were protected and shielded from trouble and emotional shock when we were young will grow up expecting a smooth path all the way, being completely unprepared, emotionally, for any kind of trouble.

If we haven't grown up with the philosophy that trouble, disappointment, and failure are an inevitable part of life, we can still develop this philosophy, no matter how old we are. And, as teachers, we can certainly help youngsters to accept such a philosophy for themselves.

### **Don't jump to conclusions**

When things go wrong, do you stand there and make yourself take it? To do so may appear to be noble, self-disciplinary, or good character training. It may be all of these, but essentially it is a form of self-punishment.

It is as though you were saying two things: first, that you yourself are responsible for everything that happens—a very conceited view; second, if anything does go wrong, it must be your fault, and therefore you should punish yourself for having permitted it to go wrong.

Sometimes, when things go wrong, it is much better to escape for a little while—to make, so to speak, a momentary strategic retreat. Dig up that novel or detective story you've been wanting to read. Or go see a movie. You will be much better prepared to come back and deal with the difficulty when you are more composed and able to view it more objectively.

### **Don't be touchy**

Many of us often feel that we are being left out, slighted, rejected. Do you feel that you are purposely being left out of school committees or social functions? Do you often have the feeling

that your pupils are much more partial to other teachers?

Of course, there may be a realistic basis for this feeling, but in many cases, we imagine that others don't want us or like us, when in reality it is we who are deprecating ourselves. A tendency of people who feel this way is to withdraw from others, and this only compounds the difficulty.

Instead of withdrawing, it is much healthier and more practical to continue to make yourself available, to participate, to make some of the overtures, to show people you like them and want to be with them, instead of always waiting to be asked and to be given proof by others that they like you and want you. You will find that, by and large, most people will be only too glad to count you in, if they have the least sign from you that you like them and want them to include you.

### **Watch your competitive urge**

There are many people who feel they have to get there first, to edge out the other person, no matter how insignificant the goal. The pupil who can barely wait for the teacher to finish asking her questions before he blurts out an answer (without being asked) is an example.

Teachers will do the very same kind of thing at meetings with the principal. Or they may demonstrate this trait in other trivial matters, such as rushing to get their supplies first from the school supply clerk, or rushing to get ahead of everyone on the lunchroom line. Or this characteristic may be manifested in much more important matters, such as attempts to crowd out other teachers who are ahead of them in line for promotion or preferred teaching assignments.

If enough of us feel and act this way, everything becomes a mad race. There can be no peace of mind—only fear, hostility, suspicion—in such an atmosphere.

This urge to edge out the other fellow can be controlled. Unhealthy competi-

*(Continued on Page 30)*



# And Our Locals Go Marching On

INEZ K. CASTLETON

**The local association is the cornerstone of The Alberta Teachers' Association. Each year in Banff some 60 to 70 local delegates study the workings of their organization and consider ways to improve their groups.**

**E**ACH year seems to bring more evidence of greater strength and better leadership within the locals of the Alberta Teachers' Association. The ATA Banff Conference has been largely responsible for this trend. Between 600 and 700 teachers have attended at least one of the nine Banff Conferences.

Problems discussed this year by the four groups varied and in instances the attack on the same problem differed from group to group. In all cases there was evident a wide range of knowledge of ATA affairs in our group discussions.

ATA policy was the subject of discussion in all groups. It was noted that in some locals most of the activity was carried on by sub-locals with the local executive serving as a clearing house, while in other areas all activity was carried on at the local level.

## **Keep constitutions in order**

The need for revising local and sub-local constitutions and bringing them up to date was stressed. Model constitutions for both the local and the sublocal are

available from head office for your guidance. Your revised constitution must be approved by the provincial executive as well as any amendments made in the future. An up-to-date copy of each local and sublocal constitution must be on file at head office at all times.

## **Problems and more problems**

Most locals seemed to be having no difficulty financing their activities on the 60¢ per member per month rebated from provincial fees. A few locals represented levy an additional local fee. The spending of ATA fees by locals is governed by *The Teaching Profession Act*. It was suggested that local financial statements be made available for consideration by the groups at next year's conference so as to provide some idea of the different activities in each area.

A number of teachers were not aware of the facilities available at the ATA library. If there isn't a library catalogue in your school write to the office and have one sent to you. Any member may secure any available books in the library





Mrs. Castleton is fourth from the left in the front row. The group picture was taken on the top of the Banff School of Fine Arts Administration Building. Cascade Mountain in the background.

free of charge with the return postage paid by the Association.

Some dissatisfaction was expressed concerning the ATA Group Insurance Plan. Many delegates did not know that *The School Act, 1952* permits school board contributions to group insurance plans for city teachers but not for teachers employed by other school boards. Delegates also learned that federal and provincial health plans will alter the need for group health insurance and that consequently, changes may be expected in the ATA plan.

One of the special features of the conference was the pension panel. Information on the Teachers' Retirement Fund was presented by Mrs. Inez Castleton, Miss C. E. Berry, Miss Eva Jagoe, and Mr. D. A. Prescott at an evening session. Teachers wanting technical information

about their pension should contact the Teachers' Retirement Fund Board. The *TRF Handbook* was published in the May, 1957 issue of *The ATA Magazine* and it is hoped the teachers will keep this on file and study the bylaws.

Generally, the delegates seemed to be well-informed about the activities of the Executive Council. Most believed that district representatives were doing their best to keep contact with local associations.

The ATA Policy and Administration Course may not have the glamour of some of the other courses offered at the Banff Conference, but it is intrinsically one of the most valuable to our organization. It was a pleasant experience to be associated with so many active members dedicated to the improvement of the Alberta Teachers' Association.



Some principals can learn too—

# Some Principles

**W**E don't have to turn to the world of fantasy to find Superman in action. When we look over the duties and responsibilities now assigned to the principal, we think the creator of Superman lacked imagination. One recent survey lists 44 major professional tasks for which the principal is commonly held responsible. Add to these his functions as a first-aider, a banker, a heating and ventilation expert, a secretary, a telephone operator, and a stray dog chaser, and you begin to get a picture of the many and varied activities now carried on by the principal.

It seems to me important to focus attention on a few operational principles governing the conduct of this educational Superman and, as a result, point up some of the major challenges, conflicts, and compensations of the principalship.

## **The effective school principal gives instructional leadership**

The principal sometimes questions his growing responsibility for instructional leadership. He attempts to excuse himself by claiming that the supervision of instruction is really the superintendent's job, or that he hasn't the time nor the training for such work. It will be of little comfort to him to learn that there are influences at work which will make the principal the central figure in educational supervision in the years ahead.

Basically, the nature of the principalship is changing because of changing educational needs. The problem of providing a more diversified and effective school program for an ever-increasing school population is necessitating several

changes in organization, curriculum, and teaching, all of which are having considerable impact upon the principalship.

Decentralization of responsibility is now more apparent in our school system. The school board which once was able to exercise direct control over school affairs now finds it increasingly difficult to do so. As a result, more and more authority and responsibility, particularly in administrative matters, are being delegated to the superintendent. Meanwhile, the superintendent's duties in connection with the instructional program are also expanding. Consequently, the superintendent finds it necessary to delegate or share authority and responsibility, both for administration and supervision, with other personnel, including school principals.

Putting it another way, as our school system grows, so does the need to adopt a more cooperative approach to administration and supervision which utilizes the contributions of all workers in the schools. Thus, in part, the principal is being delegated more authority and responsibility simply because of the magnitude of the job to be done.

It is apparent that the efforts of the large school of today must be carefully planned, organized, directed, coordinated, and controlled. The old concept of the principal as a sort of administrative convenience who kept records, maintained discipline, safeguarded school property, and enforced school board regulations is incompatible with present school leadership needs. Now, it is difficult for the principal to escape from the urgency of providing a sense of



# for Principals

W. H. WORTH

direction for the total effort of the school.

The need for effective school leadership is also being emphasized by changing concepts of curriculum development and instructional improvement. In the final analysis, only the one who does the instructing—the teacher—can improve instruction. Producing new courses of study, issuing curriculum directives, will be to no avail unless there is teacher change. This implies that those who wish to bring about instructional improvement have to be in a position to work closely and continually with the teacher. Accordingly, the individual school becomes the operational unit for instructional improvement, and the head of the school—the principal—the instructional leader.

The trend toward diversification of the school program likewise magnifies the instructional responsibilities of the principal. For years, the school was asked only to provide training in the three R's and to give some attention to character education. Today, however, due to the complexity of modern life and greater insight into the needs of children, the school is being asked to provide a wide range of learning experiences for many different kinds of students. With this expansion has come renewed emphasis

upon the importance of unity within the program and upon articulation between the various levels of instruction. The principal is in an ideal position to serve as a sort of unifying influence.

Teaching is a very complicated process. The problem of differentiating instruction in keeping with the varied abilities and interests of students, and changing community needs, is a constant challenge to the professional skill of every teacher. Even the very best of teacher education institutions can now only commence the preparation of the teacher for this challenging assignment. Continuing education in the field is a necessity. The principal, because of his close contact with the teacher and classroom problems, should play a major role in arranging such in-service education.

Staff improvement programs are also being made necessary by the employment of teachers inadequately prepared by training and experience for work in our modern schools. In addition, we have with us some teachers who are living in the past and are in a state of professional atrophy. In the face of such conditions, the principal is being forced to take some sort of action aimed at improving instruction.

These changes in organization, curriculum, and teaching are drawing attention to the fact that the principal is in a strategic position to give effective and sustained instructional leadership. In contrast to other supervisory personnel, he is on the scene of educational action. When help is needed, he is there to give it. Moreover, his close daily contact with the teachers and the pupils, and



his understanding of the community enable him to offer the kind of assistance the situation demands.

The significance of the modern principal's influence has been described like this:

More than any other person, the principal sets the tone of the school. Just as the architect and engineer design the brick and mortar shell which clothes the school, so the principal, drawing upon the ideals and aspirations of teachers, boys and girls, parents, and community, envisions the spiritual outlines of the school and cultivates its growth from day to day. Leader of teachers, and vicarious teacher of every child, the principal has the most delicate and exacting job in the whole system of schools. In the span of a single lifetime no other personality touches directly so many human lives. Thus the principal's life achieves a kind of immortality spreading its influence down the years in ever-widening circles.

This belief in the importance of the principal as supervisor also represents the considered view of many practising principals. Last summer I had the privilege of working for a three-week period with 66 leading principals representing 61 different school systems in Alberta, Manitoba, Saskatchewan, and British Columbia at the Alberta Leadership Course for School Principals. During this period of serious reflection and concentrated study about the leadership role of the principal, there developed consensus that it was in the field of instructional leadership that the principalship must justify itself as a vital professional job. Being men of long experience, however, the principals recognized that this was likely to be easier said than done. Crowded classroom conditions, teacher mobility and supply, unenlightened school board policies, professional atrophy, lack of time, and the inadequacy of the principal's own professional competence in the field, were all obstacles to be overcome. Nonetheless, it was agreed that this was the real job to be done; the personal challenge to be met.

This growing awareness of the principal's responsibility for instructional leadership is, in my opinion, the most significant new trend in the administration and supervision of Canadian education. It is a trend which no principal dare ignore. Every principal must now pre-

pare himself to use effectively the tools of supervision—the staff meeting, action research, the conference, classroom visitation, and the like—if he is going to meet the demands being made on his office for instructional leadership.

### **Cooperative supervision produces results**

There is now a decided shift toward cooperative rather than coercive supervision; toward participatory rather than autocratic leadership. Experience has shown that, in the long run, teachers do successfully only those things they have figured out for themselves and, moreover, that teachers rise to whatever is expected of them. Accordingly, the principal exercises his leadership function best by working with the staff—not on it, or for it—in an effort to release the latent power that the members of the staff have for defining, analyzing, and solving their own problems.

This concept of leadership is based upon the recognition that the magnitude and complexity of planning, directing, evaluating, and improving the educational program in even a small building is so great that the task is beyond the ability of any one person. It further recognizes that the combined wisdom, experience, judgment, and creative ability of the total staff is much greater than that of any one person—that each person knows some things the principal doesn't, can do some things he can't.

In practice, then, this means that the principal must see himself not as the only one who can recognize needs and problems, not as having a monopoly on all information and ideas necessary to solve problems, and not as the only one with the ability to carry out solutions and evaluate their success. He must see himself, rather, as the one who must develop skill in establishing a situation in which staff members can and will want to work together—as the one who seeks to find ways of helping all teachers express their concerns, offer their suggestions, and pool their wisdom and effort.



Working in this way the principal does not abdicate his responsibility to his school board and administrative superiors. He simply shares what he can of it with others. With this sharing comes increased staff participation and a greater willingness on the part of teachers to assume responsibility for carrying out plans, thus bearing out the old adage that "the teacher who shares, cares".

The effectiveness of the principal who helps the staff to help itself is reflected in their success. Such leadership has been described like this:

A leader is best  
When people barely know that he exists;  
Not so good when people obey and acclaim him;  
Worst when they despise him.  
Fail to honour people,  
They fail to honour you;  
But of a good leader, who talks little,  
When his work is done, his aim fulfilled,  
They will all say, "We did it ourselves".

To operate in this fashion the principal should believe strongly in group work. Research studies and practical applications have revealed that group work is productive of more ideas, and less subject to error, than is individual work; that people are more subject to change as the result of group pressure than as the result of persuasion, logic, or force; that group work provides greater assurance that plans will be carried out effectively; that it tends to develop strong loyalties to the group and commitment to the plans and decisions of the group; that the amount of growth and extent of change a person can attain is pretty much limited by the mores of his group; and that significant growth is only possible if there is some growth in the total group.

Basic to the group approach in a school is good human relations. The person who sets the tone and quality of the human relations existing in any school is the principal. Thus, **how** the principal does things is just as important, if not more important, than **what** he does.

If the principal is dictatorial, suspicious of the motives of others, eager to take the credit for all the commendable activities of the school, or generally dis-

agreeable in his contacts with his associates, he cannot expect the level of interaction among staff members to rise above his example. On the other hand, if he is democratic, with a genuine liking for and interest in people, modest, and genial, he will very likely set a standard of human relations that will be widely adopted by his staff.

By his actions the principal must convince the staff of their worth, his interest, and the importance of their problems. If the teachers feel that they have the principal's approval, that he actively promotes their welfare, that he supports them in community and administrative circles, that he will listen when they talk, then high morale and a co-operative spirit, two ingredients essential to group work, are likely to exist. In such circumstances, the teachers' reaction to a visit from the principal is more apt to be, "Oh good! Here he comes", instead of "Oh Lord, here he is".

Perhaps much of what has been said about the group approach to school leadership is negatively summarized in a "Recipe for Confusion" found in a recent issue of *The Manitoba Teacher* which suggested the following ten ways to make life miserable in a school:

- Assume your school cannot get along without you.
- Believe everyone is off the beam but you.
- Don't be ashamed to admit that you know more than anyone else.
- Start a whispering campaign about respectable associates. If the flame doesn't light, fan it with a little gossip.
- Tell everyone else how to do his job. Spend so much time at it that others will have to help you complete your work on time.
- Criticize everyone.
- Procrastinate every time.
- Never follow through. But promise everything.



- Be suspicious of everyone else's motives.
- Expect the worst because, by following these rules, you are bound to get it.

### **The effective school principal keeps up with educational developments**

It is imperative that the principal be familiar with recent educational trends if he is to discharge his duties and responsibilities efficiently. Failure to do so imperils the sound development of his community's greatest natural resources—its boys and girls.

We are now quite conscious of the need for continuing education for teachers—for so-called in-service education. In support of such programs, the arguments are usually advanced that it is now impossible for teacher education institutions to prepare a teacher completely for many of his future assignments, and that new developments, methods, and materials require some organized in-service program of study.

Clearly all of the arguments for continuing education for the teacher apply equally well to the principal. In fact, his load is often a double one, for the principal must not only keep up with instructional problems, but also with new ideas in the field of administration and supervision. Moreover, while the current trend is toward shared leadership and cooperative effort, the principal must be far more than a mere 'wheel-greaser' or 'referee'. He must impart a sense of direction to the school's efforts based upon reliable information and a sound philosophy of education. To do otherwise, points out Dr. John Macdonald, one of Canada's leading educational philosophers, "... amounts to an abdication of responsibility and leadership, surely too high a price to pay for the smooth running of the educational machinery".

The necessity for continuing education for principals is further buttressed by the findings of recent studies of the status of the principalship. One study indicates that in a certain Canadian province, 50.5 percent of the principals admitted to reading no professional books

in the past two years. The remaining 49.5 percent listed an average of 1.2 books read per year. Surely such a lack of interest in current educational literature is indefensible for a professional person!

Other studies reveal that only a small percentage of our principals have ever had any formal training in supervision or curriculum development, and that not too many have engaged in recent university work in such fields as school administration, measurement and evaluation, methodology, and the like. As a result, it is not unreasonable to assume that the training and experience of some principals leaves them ill-equipped to meet the new demands being made upon them.

A rather fundamental principle, then, is that the principal should make himself a continuing student of education and the influences that are shaping its development. This can be accomplished through personal reading and study, planned intervisitation with colleagues, active membership in professional societies and local principals' groups, participation in in-service education programs both for principals and teachers, formal university work, and through learning from the staff.

Granted, the school principal cannot be expected to know everything. But if he is going to lay claim to status as an educational leader, and the professional and economic benefits which ensue, then surely he can be expected to demonstrate a rather high degree of technical competence and knowledge.

### **The effective school principal reduces time barriers to leadership**

Time seems to be one of the major impediments to the principal's giving greater leadership. A recent survey in Alberta reveals that 70 percent of the principals in that province have one hour or less per day free from teaching for administration and supervision, and that 82 percent have no clerical assistance whatsoever. Present information suggests that the picture is not much better

*(Continued on Page 37)*



# The 40th Child

CAROL M. SCOTTON

It was a brown day and the rows of desks were long. So long that if Terry squinted at them from a half-crouched position, they looked quite like the rows of soldiers in newsreels. Yes, in his friend's eye, he could see soldiers—big and foreign and so distant.

Terry straightened up for fear the teacher would say he had bad posture. At least if Mrs. Brawley saw him she would. But Terry didn't think Mrs. Brawley saw him very often at all.

Since moving from Elmira, Terry hadn't made any really good friends in Croft. And somehow Mrs. Brawley didn't seem to be his friend either. He could see she was annoyed when he got the wrong book from the big bookcase by the window. And when she looked at his paintings, she said, "Your colours don't go well together, Terry."

He had heard her talking in the hall to another teacher, too. She had said that it wouldn't be so bad having 40 kids in the classroom if the slow ones didn't take so much time.

Now, Mrs. Brawley had never called Terry "slow", but he felt she meant him, even though his last teacher had called him "a very bright boy".

He hoped that when it came time for reading, Mrs. Brawley would call on him so that he could show her he was a pretty good reader.

When reading time came, there was a visitor—a Mr. Wilson who was a superintendent, Mrs. Brawley said. Terry knew she probably wouldn't call on the "slow" ones, but would pick someone

smart like Sally to show how good the class was.

So when Mrs. Brawley started, "Now, let's see—who will act for the class today?" Terry raised his hand high—so high it pulled at his shoulder.

"I'm not slow," Mrs. Brawley", he blurted before he realized that he had spoken.

A startled set smile touched the teacher's face, but she said, "I'm sure you're not, Terry. All right, then, you and Sally please get the green readers out of the bookcase."

Sally quickly picked her book—so quickly that Terry didn't even see which one she chose. He stood frowning at the bookcase.

"Get the green book, Terry", said Mrs. Brawley.

And when he still stood motionless, she said briskly, "Sally can start the story and you can finish."

Sally began reading while Terry took various books from the shelves, only to return them nervously and uncertainly to the case.

Finally Mrs. Brawley said, "Come along now, Terry. Get the green book."

Terry looked at her hopelessly, tears wetting his cheeks. She was at the front of the class and so far away.

"Which book? Why won't you tell me which book, Teacher?"

Now the tears were flooding, and he could not see the books at all. Terry let out a deep sob and rushed into the hall.

Mrs. Brawley said quickly, "Children,



get out your crayons and draw a picture of our class with everyone reading. Excuse me for a minute, Mr. Wilson. I don't know what came over Terry. This hasn't happened before."

She found Terry hunched in a corner still crying. Seeing Mrs. Brawley, he began again, "Why didn't you tell me which book?"

"I did tell you, Terry, but you didn't understand. All you had to do was get the green reader, just as Sally did."

"I don't know the green reader. How does Sally know?" Terry sobbed.

"Why, Terry, of course you know the green reader. We've used it before. Everyone knows —"

But then she stopped, her thinking faster than her words.

"What colour is my dress?" she asked quickly.

"I don't know."

"And the reader—you don't know what colour it is?"

He shook his head.

"Would you have known, if I had said *Our Friends Near and Far* — the title — would you have known?"

"Oh, yes, Teacher, I can read."

Mrs. Brawley spoke carefully. "I really didn't tell you which book, did I? The colour didn't help at all."

From the room now they could hear chattering voices, and Mrs. Brawley realized that the superintendent had left. She must get back.

Taking the little boy's hand she said, "From now on I'll give you the words on the book, so don't you worry any more."

"I'm sure this is all my fault. I've just been so rushed that I haven't had time to do more than glance at your record sheets from the Elmira school. They probably would have told me—"

"Now, would you like to sit down like the others and draw a picture?"

Terry slid into his seat and got out his crayons. Mrs. Brawley smiled and said, "Everything will be all right. You'll see."

Terry started to draw. But it was not right. It was a brown picture, and new tears came to his eyes.

He looked for his new-found friend. Mrs. Brawley was at the other side of the room now, tall in the distance, bending over another second-grader. It was a brown day and the rows were long. Too long for Terry.

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Reprinted from the *NEA Journal*, October, 1957

## *Financial Assistance for Servicemen's Children*

Monthly allowances may be paid by the Government of the Province of Alberta, under *The Education of Service Men's Children Act*, to assist in financing the secondary school education of children of deceased and disabled veterans of World War I or II. The following conditions must be met: that the child and his parents or legal guardians have resided in Alberta for at least ten years; that the disability or death of the serviceman resulted from service in World War I or II, (payment of pension or war veterans' allowance is accepted as proof of disability); and that such assistance is needed.

Assistance may be granted for ap-

proved courses leading to high school credits offered at Alberta high schools, or for approved courses offered at an Alberta School of Agriculture, or at the Provincial Institute of Technology and Art, Calgary. The child must have completed Grade VIII, be capable and industrious, and have the prospect of being able to complete the course of study proposed.

Applications for assistance must be made by parent or guardian. Requests for application forms and all correspondence should be addressed to: **Secretary of the Board, The Education of Service Men's Children Act, Administration Building, Edmonton.**



# New Social Studies Courses for Survival

V. GABLE

**E**VER larger numbers of high school teachers are becoming dissatisfied with the content of the present high school courses in Social Studies and want to see them revised. Many critics feel that, in this disturbed and dangerous world, less time should be directed to building a purely cultural background on the antique and mediaeval past and more on developing a practical understanding of the realistic present.

## Democracy must reflect will of people

If modern education is worth all the time, energy, and money spent, it should be able to provide the youth of the democracies with something which will enable them later to achieve a stable economy at least above the level of basic security for all, and an enlightened political system more promptly responsive to their needs in a changing world. If this dual concept can be realized, an example of efficient government could be set which the world would be glad to follow. And a lasting peace might result—the vaunted hope and promise of democracy ever since the Jacobins and the Girondins avidly debated political forms and creeds during the French Revolution.

## Present system inept

But the failures of democratic government since that time have vitiated those fond expectations and almost wrecked those hopes. There was the shameful neglect of the welfare of people during the first century and more of

the Industrial Revolution when men were being displaced by machinery from jobs and a livelihood, causing suffering, squalor, and degradation for four or five generations. Then, too, democracies failed to solve vital economic problems arising from the transition from hand-craft to the machine age. Such failure has in some degree continued to this day, exposing millions of people to the sufferings of alternate depressions and inflation, to export failures, and to market wars of ever-increasing magnitude, violence, and destructiveness.

Many of our most splendid scientific achievements are used first for death-dealing weapons of war, so that now there are enough lethal atomic and gaseous materials on hand to wipe out half the world's population, if a few madmen but press the buttons.

Why have democracies not corrected such abuses within their own countries, and, by example, shown the way to the benighted gnomes still existing in outer darkness?

Politicians were finally driven to extending the franchise to include most adults and even to adopting free general education, which has now prevailed in democratic countries for nearly three generations. But even these measures have failed to budge democratic governments from their time-wasting, stultifying routines and precedents, their blind devotion to party and personal ambition. And this obstinacy persists despite the appalling dangers that hang over us all. So complete has the failure to solve pressing modern problems become that,



after fighting World War I to "make the world safe for democracy", many countries swiftly deserted it for one form of dictatorship or another, as did Russia, Germany, Italy, Turkey, Spain, and later, the eastern half of Europe, China, Southeast Asia, with more to come!

The inescapable fact is that, while few in the west would exchange even our rudimentary forms of democracy for any kind of totalitarianism, nevertheless the ineptness of both our democratic governments and our educational programs have caused half the world to arm against us and may well result in the disintegration or destruction of our society. Decadent, materialistic absolutism threatens to displace inefficient democracy in the current world-wide struggle for supremacy!

Meanwhile, many of our effulgent demagogues and dreamy-eyed idealists still extol the virtues of democracy as a kind of art, as a way of life, a beautiful, balanced existence, a 'cannot be taught—it must be lived' sort of thing.

What unmitigated cant and idiotic nonsense! Democracy is none of these things; never has been, and never will be—unless we make it so by thought and decisive action! Democracy is a form of government with certain fixed essential principles, and certain simple but indispensable procedures which citizens must perform to make it function successfully. The most disastrous fault of education has been its failure to recognize and teach these procedures!

### **Government by and for the people**

By definition, democracy is government according to the will of the people by persons elected by the people. To make the definition a reality, citizens must first elect representatives; second, they must make certain that their representatives know the people's will; and third, they must see that their representatives act—promptly!

Citizens have never done more than the first of these—electing representatives. Lacking the other two essential acts by citizens, democratic government

always has been incomplete and as deplorably incapable as a bird trying to fly with one wing. In fact, we have not got a democracy—we have an elective autocracy! After electing our members, we leave everything in their hands—as to what they choose to do or whether they do anything. We, the people, cannot yet tell our representatives anything they need to obey. We cannot force them to do anything, however vital it may be to us, if they evade it as controversial or as too difficult to enact, even though they can hire the most capable experts in the world to devise the means of fulfilment!

### **Neither understanding nor machinery**

We eulogize democracy, boast, preach about it now, as we have done for a hundred years, without real understanding. We do not know that we have not even adequate machinery to make it operate successfully. Our economy is threatened because no government will take the steps to put it on a proper basis. Let us not be deceived by the present prolonged prosperity induced by war and war preparation.

After almost a century of the free vote and nearly three generations of free public education, it is incredible that citizens have not learned how to make their members of parliament listen to their will and act accordingly. It must be because there was no one to take the initiative, no one to give the simple preliminary instruction. This writer believes that it can be done in two weeks!

### **Teach the responsibilities of citizenship**

It always has been—and is today—essentially a teaching job, postponed and delayed at least 60 years. In a democracy it is the most vital and important job in education, because upon it depends the citizen's understanding and performance of his political duties—hence the survival of democracy and even the survival of our society! What could be more important?



Who says the citizen cannot learn, and do, his necessary political chores? True enough, there is the baffled, indifferent, cynical, frustrated citizen who has seen no tangible results or improvements after years of partisan voting. He regards government as a politician's racket—a game he sees no reason for playing.

But if he can step into his own poll and vote for something of practical general value, see it implemented by his government in months instead of years, if ever, his eye will light with understanding; understanding will generate interest; interest will lead to action. Once he sees the real meaning of democracy, he will never desert it for Communism.

No doubt, the few will lead the many but the concrete value of voting will be understood by all. With instruction and guidance by their own leaders, good choices will be made, even if only one or two vital ones are made each year. The resulting progress in even five years will astonish us—and the world!

There is evidence that citizens, cynical of effective action by successive governments, would welcome with enthusiasm a movement in which they could play the active role for their own salvation. A crusade for regenerated democracy—with all its limitless possibilities—could be the answer to the menace of a hopelessly divided and embattled world.

A multitude of questions, doubts, problems are in the minds of readers who have followed thus far. What is this new political procedure? How are the people to organize themselves? How can they ever agree on any demands to be made on their parliaments and make sure of fulfilment? How can teachers instruct students and public when they don't know how themselves? Who is going to instruct the teachers and where and how and when? How long does all this take? Where is there literature on the subject?

If there were not adequate answers to all these questions and others, this article would not have been written. But they should be answered orally as they are

asked, before groups of high school teachers, so that doubts may be allayed and hope and interest stimulated at once. The thesis itself should not be dismissed without a hearing, for it is not possible to judge either its nature or devices from the limited exposition given here.

Let there be no mistake—citizens are not going to provide solutions to major problems themselves. But they are going to see that those responsible get answers from those who know—that the policy of drift and inertia is dropped at once, and that wise practical remedies are instituted with all possible speed. Parliaments and parties are now absolutely powerless to adopt and carry through reforms without the support and pressure of the whole population! Read Churchill of 1930; he knew.

Just beyond lies a brave new world that science has made possible. Who more appropriate to initiate the move towards it than high school men and women and associates. Time is running out on us faster than we dreamed; if reform is to be made, it must be very soon.

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# Beginning Teachers Select Their Schools

H. E. REYNARD

**T**O one who has been out of touch with the training of young teachers in recent years, could there be any more amazing subject than the one chosen for this paper? Up to the present, young teachers have been in the market. They have made the rounds of the offices of superintendents, and sat on the bench hopefully waiting their turn for an interview.

They have been willing to teach any combination of subjects to get a start—two, three, or even four. Commercial placement agencies have reaped a rich reward in years past as they offered teaching opportunities in the far North or the glamorous West. Not so today. Statistics show that the demand far exceeds the supply, and the end is not in sight.

In this connection a study being made at the present time may prove of great interest. Some of the questions we are attempting to answer in our research include. What are the factors that influence beginning teachers when they select their first teaching position? Can an understanding of these factors help school districts attract more teachers? Will an awareness of the variables that tend to shape the beginning teachers' preferences be helpful in planning orientation programs for teachers and other follow-up activities?

Teachers who are graduated from the College of Education of Ohio State University during the two school years of 1954-55 and 1955-56 constitute the group being surveyed. Questionnaire forms are

being returned and data being processed at the present; consequently no final generalizations can be made. Nevertheless, a progress report should be helpful to school people at this time.

## Conditions have changed

One point is clear thus far: circumstances surrounding the employment of beginning teachers have substantially altered in the last few years. The characteristic choice-shaping factors noticeable in the elementary area for the past four or five years now operate at the secondary level. Until these changes came about, there were several teachers for every vacancy and superintendents could choose from a list of candidates. Rapid increases in school-age population and significant decreases in college-age population, the group from which teachers are prepared, have resulted in a critical shortage of teachers at the elementary school level and in many areas in the secondary schools. Several vacancies are available to every graduate today.

Formerly, large cities required two years of teaching experience as a minimum before considering any candidate for a position. This practice resulted in new inexperienced teachers accepting positions in rural areas, exempted villages, or small cities. Now, however, most if not all, large cities in Ohio have eliminated regulations requiring teaching experiences for candidates at all levels. With these changes, our analyses show that, given a wider range of choice, few



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beginning teachers select their first position in rural or small school districts.

Colourful brochures portraying new school buildings, up-to-date personnel practices, and desirable community features prepared by cities to attract teachers testify to the fact that the rules have changed.

### Money still talks

The data received and analyzed thus far is full of implications for superintendents and placement officers. Location continues to be an important consideration for beginning teachers. They still tend strongly to want to return home for their first jobs. Many wish to be near a university, or "location of husband's employment". But, apparently administrators cannot underestimate the importance of salary to beginning teachers. Most of the questionnaires analyzed up to the present, rate salary as second or third in importance in the hierarchy of values which directed teachers' selection of a first position.

Our study reveals, even in this preliminary stage, that low salary schedules, and especially low beginning salaries, characteristic of most rural and small-town schools, are major reasons for the

inability of administrators in these schools to employ new teachers. However, it should not be inferred that salary is the only important factor in influencing teachers when they consider employment.

High on the list is the desire of teachers to teach in the subject areas of their interest and strongest preparation rather than in several subject areas in which they feel less prepared. New buildings with adequate resources are likewise factors affecting many teachers in making their choices.

Of a different order, but an equally potent influence, is the personality of the school administrator who interviews new teachers. Some questionnaires analyzed indicate that the personality of the recruiter has had a negative effect on a prospective teacher, while others made comment that the friendly, sincere nature of the recruiting officer influenced their selection of a school.

While our study is incomplete, we are confident that already it has identified clues significant to school personnel in search of teachers.

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Reprinted from *The Education Digest*, November, 1957

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### Ten Tips to Reduce Teacher Tension

*(Continued from Page 15)*

tion is contagious—but so is cooperation. When you are considerate of others, you actually make things easier for yourself, for, if the other person no longer feels that you are a threat to him, he will not feel it necessary to be a threat to you.

### All work and no play

Many people drive themselves so hard that they have little time for recreation—an essential for good physical and mental health. Thus driven, they may find it hard to relax and take time out. For such people, a set schedule—defin-

ite hours when they will not work, but will engage in recreation—is a necessary device.

If this suggestion applies to you, it would be a very good idea for you to sit down right now and work out a more or less specific recreation schedule for the next four weeks, day by day.

One final point. Each of us is responsible for the other person's peace of mind. Troubled people are people in trouble. Many of the dislikable, even harmful, things they do arise from fear, worry, emotional immaturity. In a troubled world, the least we can do for each other is to help with sympathy and understanding.

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# President's Column



## Conventions

Once again with the exception of Calgary and Edmonton cities our annual conventions are over for another year. At present there are fourteen district and two city conventions. Now is the time to take stock and evaluate. How did you benefit from your recent convention?

I think the meeting called last year of all convention secretaries was a move in the right direction and we should consider making this an annual event. It provides an opportunity not only for head office to make suggestions but for convention secretaries to discuss common problems and to present successful techniques for the consideration of other convention committees.

Long-range planning is a necessity. It is hoped you will consider a cycle of the various fields such as philosophy, psychology, English and social studies, mathematics and science, administration, etc., to be covered in future conventions. If all the conventions served by the same guest speaker could agree on a cycle to be followed, the selection of a suitable person would be greatly simplified.

## Time to think a little

The type of convention you may have is determined by a number of factors: the size of your convention, the accommodation available, the availability of resource personnel, financial problems, and the wishes of your own membership. In the large conventions a multiple program must be planned in order to have something on the program that will interest all teachers working with grades from one to twelve inclusive.

Some of our conventions are approaching the point where we must consider carefully whether it would be better for all concerned to divide the convention rather than hold one large convention with all its attendant problems.

The social aspect of the convention is not to be overlooked. One may benefit from meeting and renewing old acquaintances and discussing common problems.

Although the number of addresses a guest speaker can make at a convention is limited, he can be of assistance as a consultant to discussion groups.

All conventions should have a committee to look after the small courtesies which one attending the convention as a guest appreciates. Such things as the following should receive attention.

- ✓ Even though a person has been assigned by the Department of Education, the Faculty of Education, or the ATA to your convention, write welcoming them to your convention.
- ✓ Send advance programs to those taking part in your convention.
- ✓ Invite any additional ATA representatives you wish to attend.
- ✓ See that reservations are made for the accommodation of your guests.
- ✓ Assign someone to see guests have a means of arriving at the convention and that they are looked after in their free time.

Individually these courtesies may seem small. They cost so little and yet mean so much.



# Canadian Conference on Education

E. J. INGRAM

**T**HE days of February 17 to 20, 1958, should be circled in red on the calendars of all Canadians interested in education. Over 700 delegates, representing 19 national organizations, will meet in Ottawa to discuss education.

Two days of the conference will be taken up by workshop sessions which will deal with the following problems:

- Buildings and Equipment
- Education for Leisure
- Financing of Education
- Higher Education
- Organization and Curriculum
- The Role of the Home
- Special Needs
- Teachers: Quantity and Quality

Provincial advisory committees are being organized in every province to develop interest in and enthusiasm for the conference, as well as to gather data relative to the conference topics, so that all delegates will be better able to participate fully in the workshop sessions.

## **Compston, chairman of Alberta Advisory Committee**

An Alberta Advisory Committee was organized on October 18, and consists of representatives from provincial affiliates

of the national sponsoring organizations as well as other interested groups. An executive council of five was elected to plan an action program for the Alberta Advisory Committee. Mr. C. R. Compston of the Canadian Manufacturers' Association was elected chairman of the committee; Mrs. C. T. Armstrong of the Alberta Federation of Agriculture was elected vice-chairman; Mr. E. J. Ingram of the Alberta Teachers' Association was appointed secretary; Mrs. R. V. McCollough of the Alberta Federation of Home and School Associations, and Mr. T. Weidenhamer of the Alberta School Trustees' Association were elected as directors.

The executive council has named eight research committees to study the various topics to be discussed at the conference. The information they gather will be supplied to all Alberta delegates so that they will have background information to carry with them to Ottawa.

The Alberta Teachers' Association is represented on both the Alberta Advisory Committee and its executive and will be sending five or six delegates to Ottawa in February. The Alberta Teachers' Association considers the Canadian Conference on Education a very important event in the history of Canadian education, and is sparing no effort to make it a success.

Local associations and interested individual teachers are invited to make suggestions to the Alberta Advisory Committee and to do everything they can to develop interest in the conference in their own localities.



## Supervision as Curriculum Development

(Continued from Page 11)

here reflects certain principles which conform with recent educational theory and practice. The principles are, in effect, criteria by which similar projects may be evaluated. These are the principles—

- The supervisory staff works cooperatively with teachers in the improvement of the total learning environment.
- The teachers themselves either identify or fully accept the curriculum problems on which they are to work.
- Curriculum adaptations are made within the scope of the provincial program of studies.
- The experiential interpretation of curriculum building is achieved through a broader supervisory program geared to in-service education.
- While the unit for curriculum building is the city district, the study is related closely to the interests and expressed needs of classroom teachers.
- Supervision thus practised becomes a process of instructional improvement involving self-supervision as well as leadership from status personnel.
- The activity of teachers as a professional group is a unique feature of the project. This Edmonton Local of the ATA is performing here in a professional manner.
- The Edmonton studies are dynamic and continuous, providing a favourable climate for thought and invention in the solution of instructional problems.
- The supervisory program moves forward on all fronts; assisting individual teachers, organizing the total school program, providing for in-service education, and developing curriculum materials.

*An old Canadian custom—*



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- The relationship of the provincial department to this project is one of service by providing such materials as curriculum guides and, on occasion, resource personnel.

## Implications for provincial leadership

The Edmonton project has indicated a pattern or design for relationships between provincial and local authorities in the supervisory field. There are, of course, other projects within the province that reflect equally well the ten principles listed above. The Edmonton City district, enjoying full autonomy in supervision, presents more precisely through this program the respective roles of local and provincial leadership in the improvement of instruction.

Provincially-appointed superintendents, if they are to follow these principles, must be equally free to evolve supervisory programs in accordance with local interests and needs. If more educational planning should be done by those responsible for action, if a greater inventiveness and adaptability is desirable within the school system itself, then only wide and flexible boundaries should be set to local initiative. Provincial superintendents, like their locally-appointed counterparts, should be directors of education facilitating the development of locally-conceived improvement programs. If these officials are to perform a local leadership role, they can no longer be regarded as provincial agents for the interpretation and administration of centrally-conceived curriculum plans. The relationship of the superintendent to the central authority has been radically altered in Alberta through his close identity with local school government.

If these conclusions are valid, then local efforts towards building improved instructional programs should be coordinated, rather than directed, by central leadership. The chief superintendent for the province is, with respect to supervision, the chairman of an administrative group, each member of which possesses leadership status within his own area.

This provincial official and his central staff are concerned primarily with giving leadership rather than direction to those involved in the supervisory process throughout all school systems in the province.

However, the responsibility of the central department must go beyond mere coordination. Local districts need stimulation in the development of instructional improvement programs. A major problem in the decentralization of planning resides in encouraging teachers to assume these wider professional responsibilities. Capacity for planning develops only as teachers gain experience through group and individual studies in the improvement of learning. The task of stimulating and encouraging these activities within the provincial school system constitutes a real challenge to provincial leadership.

One service which a central department is able to render is the diffusion of superior practices throughout provincial schools. Once projects in instructional improvement, such as that carried on in Edmonton, have matured and proved their worth, information about them disseminated to other districts may stimulate and increase local adaptability. These 'lighthouse' districts or schools mark roads to improvement throughout the entire provincial system. Leadership provided thus by local districts is not unlike that provided by individuals during the functioning of the group process. It is a type of leadership which a central department should seek out and promote zealously in its attempts to foster and develop local educational planning. In this respect the pilot study has proved a worthwhile invention towards the development of creativity at the school and district level.

Another type of service best performed through the efforts of the central authority is the development of a leadership improvement program. The effectiveness of the supervisory process varies directly with the quality of leadership at the school and district level. A primary requisite to successful planning for in-



structional improvement in any district is a forward-looking and professionally alert administrative staff. Principals and superintendents are key personnel in the local development of curriculum studies. Two activities in Alberta are cited here as illustrative of efforts to foster leadership—

✓The province has been divided into six zones, in each of which all provincially- and most locally-appointed superintendents meet periodically to study administrative and supervisory problems. These group meetings serve to coordinate supervisory projects, to disseminate information, and to broaden the knowledge of all who participate. Members of the Division of Educational Administration and Supervision in the Faculty of Education and high school inspectors serve as consultants.

✓The Leadership Course for School Principals is a concerted effort provincially to improve the quality of school leadership. As the nature of the course is generally well known, I need not elaborate on this activity except to say that it is one phase of the broad movement to develop more vital leadership in provincial schools.

Still another type of provincial service, designed to stimulate local planning and adaptability in secondary education, is seen in the establishment of study groups dealing with high school organization and instruction. The most ambitious of these, the Composite School Study, involves the principals of the eight major composite high schools of the Province of Alberta and supervisory personnel from the five city districts in which they are located. Provincial high school inspectors and members of the Faculty of Education serve the group as consultants. While provincial officials organized the first meeting of the Composite School Study, the project is now under local leadership and is financed by the participating districts. The activities of this group to date have included re-

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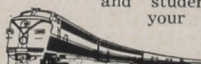
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search studies on the effectiveness of technical education and papers on appropriate school organization. A similar project entitled the Five School Project includes the principals and superintendents of five medium-sized high schools in the central part of the province. Over the past three years this group has completed three research studies and has explored workshop procedures as a medium for the in-service education of high school teachers. These pilot groups provide in-service training for the participating administrators and will, it is hoped, serve as centres for research and invention in secondary education.

An additional provincial service, perhaps more rightly termed an obligation, is that of evaluation. Concerted efforts to stimulate local projects designed to improve instruction should be accompanied by an emphasis on their critical appraisal. Leadership in the evaluation of group studies and other types of curriculum improvement is a service best performed by a central department. Evaluation should be continuous and closely related to planning, the most effective type being self-evaluation. Local groups should be assisted in this process through provincial leadership.

The emphasis throughout all these projects for improvement has been on group supervision. The underlying assumption is that changing the attitudes, viewpoints, and practices of teachers is achieved most effectively through group study and action. This does not deny the usefulness of classroom visitation, the traditional type of supervisory practice, which remains a basic procedure. It suggests, however, that supervision through curriculum study is dependent on more recent developments within the field of in-service education.

### **Provincial planning**

Most provincial departments have established separate branches for planning the total school program and for selecting and organizing the content of specific courses. These branches have also been concerned with maintaining a

minimum or foundation program in education. Whatever the degree of decentralization, the province must retain considerable responsibility for over-all, long-range educational planning. Further, the provincial department must exercise controls for the maintenance of minimum standards, regulating closely those districts which have difficulty in achieving those standards.

Increasingly, however, as districts mature and as the quality of local leadership improves, curriculum planning branches will be concerned more with service than with regulation. Provincial courses of study, or curriculum guides as they are called in Alberta, must continue to represent the highest type of professional and lay thinking. The prescriptive character of these documents will vary, however, with the maturity of the districts and the initiative of local school units. Some districts or schools will follow the provincial program explicitly; others will choose to modify, revise, and adapt content within the scope of the provincial course and will develop additional curriculum materials to meet locally-conceived instructional needs.

Curriculum branches will, of course, continue to perform a variety of functions, a major one being that of facilitating provincial planning. In time, however, the typical branch might well become a staff agency devoted primarily to providing curriculum services for teachers and supervisors. The leadership that this branch exerts, beyond the maintenance of minimum educational standards, should be moral and persuasive rather than regulatory. The supervisory staffs of the province would then work with classroom teachers on the curriculum front, while those engaged directly in provincial planning would provide those staffs with written materials to assist them in the tasks of improvement at the point where education actually takes place.

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# Official Bulletin, Department of Education

No. 183

## Teachers and students with partial standing in the former Grade XII English Courses

Commencing September 1, 1957, persons with only partial credit in Grade XII English will be required to write both Paper "A" and Paper "B" on the current English 30 course in order to secure credit for this subject.

When the English 30 (or English 3) examination included one paper on Lit-

erature and one paper on Language, teachers and students were permitted to write on one section of Grade XII English at a time.

The current English 30 examination consists of two tests, Papers "A" and "B", neither of which is exclusively an examination in Language or Literature. This is the major reason for the above regulation.

## Some Principles for Principals

*(Continued from Page 22)*

in other Canadian provinces. The average principal, therefore, finds himself in the position of being asked to produce 'get-age' results with 'horse-and-buggy' machinery.

This situation has been brought about, in the main, by three things. One is the inability of the administrative structure to keep pace with changing educational needs. Then there is the failure of many school boards to recognize the valuable nature of the service rendered by the principal. Thirdly, the principal has failed to convince the school board by his actions that real economy is practised and school efficiency is improved when he is privileged to deputize non-professional duties. A moment's reflection would suggest, I am sure, that the principal himself can contribute much to the improvement of this situation.

Unquestionably, the principal needs clerical help. I have yet to meet a principal who didn't feel that he could do a better job if he had more clerical assistance. Research evidence also lends support to this point of view. An investigation of the principalship in Saskatchewan, for example, draws attention to the fact that almost three-fourths of that province's principals type their own letters, and that two-thirds of them do their own filing. To have the principal spend his time on this sort of work is a flagrant misuse of ability, time, and money.

If the principal is to secure clerical help, however, he must be prepared to show how this service will improve school efficiency. This means using both his time and the time of the clerical assistant to best advantage. In some instances, it has proven advantageous



when requesting such assistance for the principal to prepare a job-analysis indicating the time spent on both professional and non-professional duties, showing how the latter limit the time that can be spent on the former. In addition, such analysis should list the specific jobs that should be assumed by a clerical assistant, and an action plan for the principal illustrating how he intends to use his time more profitably.

A similar approach might be used when additional time free from teaching is sought. Here again, the principal must be prepared to demonstrate how this time for administration and supervision will benefit the total school. Many school boards are reluctant to grant more time free from teaching and increased salary allowances for administration and supervision simply because these investments do not appear to have borne fruit in the past. Research has shown that in most school systems the percentage of time devoted to supervision, direct or indirect, has not increased markedly in the last ten years, although the amount of time principals have free from teaching has. One might infer from this evidence that some principals are burying themselves behind a mound of administrative detail because they honestly don't feel capable of assisting teachers.

More economical use of time could perhaps be accomplished if the principal were to analyze his duties and responsibilities and draw up a timetable or schedule for himself much as the classroom teacher does. This would tend to insure a more appropriate balance between the amount of time spent on supervision and on administration, and would represent a considerable improvement over the rather haphazard approach evident in some schools.

The time barrier to school leadership

may also be reduced by the wise delegation of duties through the group approach. Teachers can be encouraged to assume greater responsibility for such things as audio-visual aids coordination, staff meeting agendas, supply and textbook requisitioning and distribution, the organization of extra-curricular activities and the like. Students can be entrusted with duties in connection with the school library, school safety, athletic events, film projection, incoming telephone calls, etc. Even parents can help with such things as the cafeteria, the library, and the extra-curricular program. Moreover, the vice-principal, who in many schools serves as the principal's chief clerk or 'flunky', can be utilized more effectively, particularly in relation to the supervisory program.

The principal should also press for the addition of newer type personnel to the school staff, such as guidance counsellors and special teachers to do remedial work with slow-learning students and to assist fast-learning pupils with enrichment activities. Not only will such newer type personnel provide relief for you, but they will make an invaluable contribution to the school as a whole.


These, then, are four operational principles for principals which indicate the fronts upon which the principalship must go forward. Progress along these fronts will not be easy, but as Charles A. Beard points out, "Conceivably, it might be better to be wrecked on an express train bound for a destination than to moulder in a freight car side-tracked in a well-fenced railway yard."



Well, Son, maybe they're teaching you to read so you can understand the TV program listing . . .

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# Letters to the Editor

To the Editor—

We are pleased to inform you that reduced fares for teachers and students on account of the school vacation during the Christmas-New Year holidays have again been authorized by this Association.

Tickets may be purchased good to travel from Sunday, December 1, 1957 to and including Wednesday, January 1, 1958, at the normal one-way fare and one-half for the round trip. Tickets will be valid for return leaving destination not later than 12:00 midnight (Standard Time) on Saturday, January 25, 1958.

It will be appreciated if you will make mention of these reduced fare arrangements in the next issue of your publication.

Yours truly  
ROY H. POWERS  
Vice-Chairman  
Canadian Passenger  
Association  
Winnipeg 1, Manitoba

To the Editor—

The September issue of *The ATA Magazine* has affirmed in the "Secretary's Diary" under the title of "Discrimination in creed and race" that "at Vimy, in the Westlock School Division, a teacher was not allowed to enter her classroom because it was alleged that she could not teach catechism and French. The teacher returned shortly after with the support of the divisional board." The article goes on to commend the Westlock board for its action.

For the sake of justice and information to the members of the Alberta Teachers' Association, it would seem proper to inform that a teacher, who could satisfy the needs of the majority of the children and the desires of the majority of the parents, had already been accepted on the teaching staff of the Vimy School by the Westlock board. Now where is there discrimination? The teacher who could teach catechism and French was belatedly not accepted by the Westlock board. Can the Westlock board really be commended?

Yours truly  
OLIVE E. ROBERGE  
Picardville

**Editor's Note**—The "Secretary's Diary" commended the Westlock Board for confirming a teacher in the position to which she had been assigned by the board, in spite of efforts by some persons to prevent her from entering the school. It is our opinion that the situation in Vimy was clearly an attempt to discriminate against the teacher because she could not teach catechism and French.

To the Editor—

D. T. Oviatt's "Bring Curriculum Building Down to Earth" was a most interesting article. Bulletin 1 definitely needs bringing "down to earth". I do not feel myself alone in finding it unintelligible and vastly wordy. I thought it was just my own stupidity that prevented me from getting anything out of it until I took the Philosophy of Education (492) course at summer school. On coming home I examined the bulletin again and found to my surprise that it is the 492 course. When one considers that this fourth year course requires another philosophy course as a prerequisite yet proves difficult even then, it is not surprising that Bulletin 1 has such a new-condition look on the classroom teacher's bookshelf.

Professor Macdonald in his *Mind, School and Civilization* says: "Anyone can read and understand anything if it is stated simply and clearly enough", and goes on to prove it in his book. Here is a man who, if given the task



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of producing a comprehensible Bulletin 1, could do a fine job—and wouldn't require 43,000 words to write it in either.

Yours truly

G. JOYCE McPHEETERS  
Cayley

To the Editor—

It occurs to me that readers of your magazine might be interested in the information contained in the attached summary of financial aid provided by the provincial government to teachers-in-training during 1955, 1956, and 1957.

Yours sincerely

ANDERS O. AALBORG  
Minister of Education  
Edmonton

**Editor's Note**—The summary of financial aid appears on Page 43.

## The Byline Beat

*(Continued from Page 2)*

demands are so continuous. "Ten Tips to Reduce Teacher Tension" seems to us a worthwhile piece. The authors, Dr. George Stevenson, medical consultant, and Harry Milt, director of public information, for the National Association for Mental Health, Inc. in the United States, suggest practical ways by which teachers can learn to be more relaxed.

Inez K. Castleton, our president and consultant for the Banff Conference on ATA Policy and Administration, found that delegates to the 1957 sessions were interested in much more than could be touched on in discussion periods. Walter Worth is known all over the province for his Leadership Course for School Principals. Wally is on leave-of-absence from the Faculty of Education to complete requirements for his doctor's degree at the University of Illinois. Besides being required reading for school principals, "Some Principles for Principals" is recommended for school trustees.

Despite all the evidence of studies on teacher load, many trustees and school administrators can see little reason for teachers being concerned about large classes. Mrs. Scotton, of the National Education Association's Press and Radio Division, writes strikingly on this subject.

*(Continued on Page 46)*

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# NEWS *from* our Locals

## Local and sublocal elections

Teachers of the **Benalto Sublocal** elected Mrs. Dorothy Periche as president at a meeting on September 19. Mrs. Annie Simpson is vice-president; Mrs. Barbara Goodicke, secretary-treasurer; Mrs. Christina Murphy, press correspondent; and Earl Farris, sublocal councillor. Meetings will be held on the last Thursday of each month.

Nineteen teachers were present at the first **Buck Lake Sublocal** meeting on October 10, at which Mrs. D. Doyle was elected as president. Mr. McGladrie is vice-president; Mrs. Kryger, secretary-treasurer; B. Holmes, press correspondent; W. Smith and H. Dorin, local councillors; and Mr. Ross and Mr. Dorin, AGM councillors. Mr. McGladrie is chairman of the salary negotiating committee.

The organization meeting of the **Clive-Ratinwood Sublocal** was held on October 7. The teachers elected Don Bright as president; Peter Baranyk, vice-president; Mrs. Ruth Ogilvie, secretary; Mrs. Kay Stearns, district councillor; and Mrs. E. Edna Wright, press correspondent.

Mr. Baranyk is salary policy representative. Meetings will be held on the fourth Wednesday of each month. The group discussed suggested topics for the year's meetings: language, spelling, social studies, text and reference books, sports, and book reviews.

**Clover Bar Sublocal** officers were elected at a dinner meeting in October. The new executive includes: Wilfred Fitzpatrick, president; D. N. Shinkaruk, vice-president; Mrs. Olga Chaba, secretary; Annette Rogers, press correspondent; Seth Smedstad, executive representative; and Leo Dawson and Helen Barry, program conveners. Jack Wright spoke concerning the meeting of convention secretaries which he and Veslof Thomas had attended. He reviewed the aims of the convention and urged the teachers to aim for a full attendance at all sessions. A report on the hearings of the Royal Commission inquiring into a provincial salary schedule for teachers was given by C. T. DeTro. The president introduced the idea of a badminton club for the members. Patrick Calancie announced the curling club schedule. Mr. and Mrs. Brian Davis, who have recently accepted teaching positions at Ellerslie School entertained the members with a film travelogue on cultural and industrial life in Australia, where they previously taught.

Teachers of the **Drayton Valley Sublocal** elected the following officers at a meeting on October 16: M. Zacharko,

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president; Mrs. E. Martin, vice-president; Violet Scheon, secretary-treasurer; T. McManus, councillor; and Edna Free, press correspondent. Sublocal meetings will be on the third Wednesday of each month.

The **Flagstaff Sublocal** elected its new executive at a meeting on October 22 under the chairmanship of F. J. Milaney at the Forestburg School. J. L. Voloshin is president; A. Rosenau, vice-president; E. J. Slettedahl, secretary-treasurer and film coordinator; E. Halina, councillor; and Mrs. A. H. Voloshin, press correspondent. New teachers were introduced by their principals. Proceedings of the Blackstock Royal Commission were discussed. Plans for additional purchases of educational films for the sublocal's film library were approved. Regular meetings will be held on the third Tuesday of each month.

D. H. Gunn was elected president of the **Irma Sublocal** at a meeting on September 25. Other officers are: C. H. Spornitz, vice-president; Miss K. Younker, secretary; and Mrs. G. M. Matthews, press correspondent. Sublocal members will meet on the first Monday of each month.

Teachers of the **Mundare Sublocal** elected P. Kolawski as president at the first meeting of the current school year. P. Malko, retiring president, reviewed the past year's work and urged the members' continued support of the organization. The teachers discussed ways and means of making meetings more interesting, including a suggestion of combined meetings with neighbouring sublocal groups.

The **Picardville Sublocal** teachers met in the Ste. Bernadette School on September 24 to elect a new executive. Mrs. Anderson is president; Mrs. Bauer, vice-president; Olive E. Roberge, secretary; and Mr. Hickocks, sublocal representative. Sublocal meetings are scheduled for the third Tuesday of each month.

The following executive for the **Ponoka Sublocal** was elected at a meeting on

October 24: Louis Voghell, president; N. Bodnaruk, vice-president; Rose Hagemann, secretary-treasurer; Ethel White, lunch convener; and Mrs. Margaret Massing, press reporter. A discussion regarding convention matters resulted in several recommendations which will be passed on to the convention committee. Sublocal members agreed to support the Mecca Glen staff in its request to the local for financial help for the remedial reading program being instituted.

Election of officers for the **Ponoka Local** was conducted at the regular meeting held following the Red Deer District Convention on October 16, at which General Secretary Eric C. Ansley and District Representative D. A. Prescott were in attendance. Don Hunt is the new president; with Robin Stuart, vice-president; Betty Davies, secretary-treasurer; and Mrs. Margaret Massing, press reporter. A vote of thanks was tendered to Mrs. Ruth Wiley and Miss M. McCreary, retiring president and secretary. The topic of Mr. Ansley's address was public relations. Approval was given to the electoral ballots.

The **St. Albert Sublocal** held a meeting on October 1 at which W. Soprovich was elected as president. G. Raboud is vice-president; Mrs. L. Vague, councillor; Miss M. Wolniewicz, secretary-treasurer; and Mrs. Mildred Herron, press correspondent.

The **Vauxhall Sublocal** held its first meeting on September 26 and elected new officers for the 1957-58 term. President is C. Sabey of Enchant; with Emerson Wright, vice-president; Miss Fausmark, secretary; and Mary Funk, press correspondent. A committee was also elected to plan the program for the school section of the next Vauxhall and District Fair. Members discussed details of the fall institute for the Taber School Division.

### **Grande Prairie and Spirit River Locals**

The thirty-fifth annual convention of teachers of the Grande Prairie and Spirit



River Inspectorates was held October 7 and 8 in the Grande Prairie High School. Roy Gouchey, president of Grande Prairie Local, presided. Many teachers braved bad roads to be present following a record 30 inches of snow.

Councillor J. C. Mackie, on behalf of Mayor Miller, welcomed teachers to Grande Prairie. Mrs. Beth Norgren, field representative for the Alberta Junior Red Cross, outlined the aims and objects of the Junior Red Cross program in the schools.

Guest speakers were Dr. G. L. Mowat and A. Affleck of the Faculty of Education, University of Alberta, and A. A. Aldridge, supervisor of guidance, Department of Education. It is interesting to note that all three speakers stressed the need for individualism and initiative. Afternoon sessions were taken up by group discussions on retardation, acceleration, and streaming in the primary school; enterprise and art in the elementary grades; physical education and health and personal development in the junior and senior high schools.

At the ATA meeting on Tuesday morning, among the reports heard were those from Mrs. Lottie Hanson and Roy Harbuck, delegates to the Banff Conference.

Guests were entertained by the local executive at a luncheon on Monday. They included: Dr. Mowat, Mr. Affleck, and Mr. Aldridge, F. J. C. Seymour, High School Inspector G. L. Berry, and Superintendents N. J. Andruski, A. D. Jardine,

W. D. McGrath, F. M. Riddle, and R. M. Ward. About 300 attended the banquet on Monday evening at which Dr. Mowat was guest speaker.

**Park Lake Sublocal**

The regular meeting of the sublocal was held on October 16 in the newly built Coalhurst High School. Following the business session, Mr. and Mrs. Braham entertained the members with slides on their trip to the British Isles and France.

**Red Deer Rural Sublocal**

At their meeting on October 30 sublocal teachers considered recommendations to be sent to the district convention executive regarding next fall's convention. The members were divided into study groups and met later to report on the evening's discussion. Mrs. Tedford reported concerning the Civil Defence School to be held in Red Deer in November.

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Summer Session bursaries	Not offered	187 @ 100 — 18,700	243 @ 100 — 24,300
Bursaries and tuition fees to university graduates	Not offered	23 — 13,522	28 @ 600 — 16,800
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## *Nuggets and Nonsense*

✓ One kind of motorist who never runs out of gas is the back-seat driver.

✓ If you think that old soldiers just fade away, try getting into your old uniform.

✓ Young Johnny, in church for the first time, watched the ushers pass the collection plates. When they reached his pew he piped, "Don't pay for me, Daddy, I'm under five."

✓ Waiting for a break will keep you broke.

✓ Women say that the most pathetic thing about men acting foolishly is that they aren't acting.

✓ Pity the poor teacher who works for a principal who on policy matters blows hot on Tuesday, lukewarm on Wednesday, sideways on Thursday, and not at all on Friday.

✓ You don't get ulcers from what you eat but from what's eating you.

✓ She's like a blotter—soaks it all in—backwards.

✓ You can see good in everyone if you're an optimist, or if you're nuts.

✓ No one is entirely useless. Even the worst can serve as a horrible example.

✓ The happiest people are less for getting and more for giving.

✓ The difference between being firm and being obstinate is simple. I'm firm; you're obstinate.

✓ Conscience gets a lot of credit that belongs to cold feet.

✓ To help someone understand,  
That's teaching!

To show young lives how to expand,  
That's teaching!

To guide young minds and hearts  
aright;

Impart true knowledge, clear the sight;

Direct each learner toward the light;  
That's teaching!

## *ATA Bonspiel*

The second annual ATA Men's Bonspiel will be held in Edmonton on Friday, December 27, 1957. All interested curlers are invited to enter. Last year's bonspiel was very successful and was thoroughly enjoyed by all participants. Let's make this one even better.

Ice has been reserved for one day and entries are limited to 40, with each rink playing three games. The entry fee is \$24 per rink and will include lunch and a banquet in the evening.

The committee in charge, elected at last year's meeting, is: Ernie Simpson (chairman), W. Roy Eyres (secretary), George Bayly, Roger Johnston, Dick Staples, Gordon Duckworth, and Art Brimacombe.

If you wish to enter a rink, please write W. Roy Eyres, Barnett House, Edmonton. Entries close December 12. Get yours in early.

*Safe-Driving Week is a Safe-Walking Week, too, from December 1 to 7. Always walk sensibly and safely.*



## The Byline Beat

(Continued from Page 40)

You can almost see Terry in his eagerness for attention, and as a teacher you can share Mrs. Brawley's harassment with a problem she recognizes but can do little about with 39 other pupils clamouring for her time.

Harold E. Reynard is a member of the staff of the Bureau of Educational Research at Ohio State University, Columbus, Ohio. Salary, Reynard says, must not be underestimated as a factor in recruitment of teachers. The first-time teacher, however, also wants to teach in the subject areas in which interested and best prepared. The personality of the school administrator is apparently also a factor in recruitment.

Mr. Gable teaches in Halkirk, Alberta. His article, "New Social Studies Courses for Survival", is a provocative exposition of what he considers to be wrong with the practice of democratic government as we know it. He sees the citizen-voter as having a three-fold responsibility which he has so far not discharged.

Ernie Ingram of head office staff has been working with the Alberta Advisory Committee preparing for the February Canadian Conference on Education. He reports that the Alberta delegation should be thoroughly briefed on all eight discussion areas before they go east for the conference.

See page 45 for announcement of the annual ATA Bonsel.

Each year we publish on request a notice regarding financial aid available for servicemen's children. You will find this piece on page 24.

Dr. Oviatt's article in the October issue titled "Bring Curriculum Building Down to Earth" provoked some comment. We have published a letter received regarding this article. Besides letters we have had some phone calls and some chats with people, some of whom were displeased. Apparently frankness has a bite.

Hope you like "Nuggets and Nonsense". We are open for contributions.

And who is there who will shed a tear or three with me for those Eskimos?

FJCS



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# Secretary's Diary

## Fall Conventions

Otis A. Crosby of Detroit was the Alberta Teachers' Association guest speaker at the fall conventions in Calgary, Medicine Hat, Hanna, and Coronation. Mr. Crosby spoke about educational public relations.

My report, and those of the other executive officers, included information about electoral ballots, progress reports about the Canadian Conference on Education, and the Blackstock Commission, tentative salary objectives for 1958, a report of the settlement of the Namao dispute, a statement about the proposed review of our Code of Ethics, and a report of the progress of the Alberta Advisory Committee on Educational Research.

It was William Pitt who said, "Where law ends, tyranny begins." At the conventions I attended I made a detailed report about the losses in tenure that teachers have suffered over the last few years, with particular reference to transfers, terminations of designation as principal or vice-principal, and the probationary year. It is my opinion that every year some teachers are transferred without a fair trial and that some principals and vice-principals are dismissed without a fair trial. I know that several teachers were dismissed at the end of last June without any kind of a hearing. It is my opinion that the members of the Alberta Teachers' Association should make up their minds to put a stop to all of these abuses of authority; that they should instruct their councillors to the next Annual General Meeting to take the necessary steps to insure that every member of the Association will receive a fair trial in case of transfer or dismissal. *The School Act, 1952* makes no provision for a fair trial for teachers in case of transfers, nor for principals and vice-principals in case of dismissal. And for teachers



following their first year of engagement there is no trial—nothing. What William Pitt said years ago still holds.

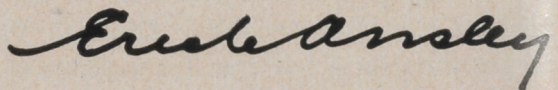
The deputy minister of education represented the Department of Education at the First Edmonton District Convention and contradicted the statement that I had made about tenure for principals. He also questioned my statement about the number of cases which had come to our attention.

Some of the teachers at this Convention were displeased with the remarks made by the deputy minister, and thought that I should have replied to the remarks. I am still of the opinion that it would not have been right, nor proper, to have done so. However, I think that what happened is of importance, not only to the teachers of the First Edmonton District, but to all the teachers of the province, so I am making a report through the magazine, with the assurance to the teachers that the statements I made at the First Edmonton District Convention and other conventions are accurate in all respects.


### Meetings

Mr. Seymour and I attended a meeting of representatives of teacher associations in Western Canada which was held in Saskatoon to discuss the problems of collective bargaining. Dr. Eric G. Taylor acted as consultant for the meeting.

The Board of Teacher Education and Certification met on November 13; a committee to revise the bachelor of education program met on November 15; the Faculty of Education Research Committee on November 22, and the Policy Committee of the Leadership Course for School Principals on November 25.







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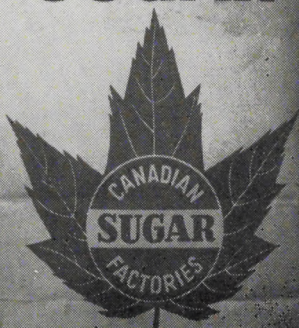
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